Musket

Vol. XIV, No. 1 | Lexington High School, Lexington, Mass. | October 18, 1990

An ambulance arrives to transport Chad Bartels and Andrew Kvaal after their head-on collision during a September 28 boys' soccer game. Neither sustained serious injury. Photo by Ken Niu

Geiger Gets One-Year Renewal

Contract calls for superintendent to remain in Lexington through June 1992

by Jeremy Giller

On September 10, the Lexington School Committee voted unanimously to negotiate a one-year contract renewal with Superintendent of Schools Philip E. Geiger.

The extension, which will run through the 1991-1992 school year, represents a compromise between termination of Geiger's contract and the three-year renewal awarded to the town's prior superintendents.

Geiger, though expressing disappointment that he did not receive a longer renewal, viewed the move as a sign of approval. School Committee Chairperson Polly Woodworth, in explanation of the one-year renewal, said, "There are many positive things Dr. Geiger has done that [but] there are specific items that were not done by September 10, in terms of the system, that we wanted done."

Woodworth cited Geiger's not having conducted evaluations of middle managers (principals and assistant principals) in his more than two years with the system as a reason for withholding a three-year renewal. She termed these evaluations a "primary responsibility" of Geiger.

The superintendent stated, "I chose not to [issue formal evaluations] on the basis that there were more effective ways of addressing the needs of the middle management at this point in time."

Geiger said he is somewhat in the dark regarding the committee's other qualms with his performance. "I've not had it fully articulated by the committee some clarity as to exactly what they would like me to do." He did comment, "This school committee has established annual goals and objectives, and we've completed virtually every one of those satisfactorily each year. Clearly, they must have other issues that I [need to] address."

Despite ignorance about these "issues," Geiger maintained that there is no communication problem between him and the committee. He instead noted the fact that the five individual members of the School Committee can take action only as a group, which they have not yet done, to articulate what "they wish to have different."

At the special Monday, September 10 meeting, which was convened in Estrabrook Hall of the Cary Memorial Building,, sparks flew when School Committee member Albert P. Zabin called the one year a "probationary period."

Geiger was quick to respond, "If I were to be reappointed on a probationary status, I would have absolutely no interest in being reappointed." Committee member

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> "It's my intention to stay here for another five to ten years, and I would hope that's what happens."
>
> —Superintendent of Schools Philip E. Geiger

Scheduling Problems Arise

by Melissa Liazos and Mary Terzian

The beginning of the 1990-91 school year was marked by an onslaught of scheduling problems, leaving many students confused and dismayed. As a result of drastic budget cuts, eleven teachers were removed from the High School. The maximum load for each teacher is 125 students, according to guidance counselor Herbert Webb, but several teachers were forced to exceed that limit.

> "We can't [custom-tailor schedules] anymore; we just don't have enough courses."
>
> —Associate Principal Paul N. Brown

Class sizes in some cases are also significantly larger than last year. American Studies/Semiotics teacher Peggy Dyro said that overall the load wasn't that bad, but that some classes were oversized, which "makes it more difficult to individualize."

Not only has the number of teachers been cut, but so has the number of courses. Over the past several years, due to budget considerations, approximately fifty courses have been eliminated from the program of studies. As a consequence, there are fewer blocks from which to choose. "We can't [custom-tailor schedules] anymore; we just don't have enough courses," said Paul N. Brown, associate principal for curriculum.

Full classes have also made scheduling changes difficult. Elena Proakis, a junior, said she was forced to take all honors courses because all of the possible level-one courses were filled. "I got stuck with a schedule that I really didn't want," she said.

However, some of the problems have been resolved. Freshman Catherine Behar, hoping to change from Level-one Spanish III, a course a year ahead of what she wanted to take, to Honors Spanish II, went to the Mini Arena and was able to resolve her problems.

In order to arrest the trend's continuation, all agree that severe changes must be implemented. According to Webb, additional budgetary cuts will have to be made in a way that will not have such a direct impact on students. When asked about what specific cuts could be implemented, he replied, "I think you have to question [the necessity] to have a lot of the functions covered that are presently covered by administrators." He also suggested possible cuts in teaching supplies.

This trend is one of the major concerns of the faculty, as well as the students. "[The trend] can't continue. We're going to have to do something about it," said Brown. In an attempt to alleviate the problem, the Lexington School Committee has created the High School Administrative Team, which will meet twice a week to discuss how many teachers can be cut in future budget crises. When budget discussions begin in October, the team will also make recommendations to the School Committee.

A workable solution is not now in sight. Brown said that he expected the school to receive even less money next year, but was adamant about the need to make changes. Said Webb, "I'm very concerned for the future."

New Music Coordinator Selected

Former acting coordinator Leonard denied permanent position

by Anjan Mukherjee and Stefan Schick

After serving as acting Music Coordinator for the past three years, Jeffrey Leonard was denied the position of K-12 music coordinator, as Superintendent of Schools Philip E. Geiger selected Walter Pavasaris for the position. Geiger interviewed Pavasaris and Leonard, the finalists for the position, in June and made his decision two full months later, in August.

Leonard was told by Richard Barnes that he was not chosen because he needed a masters degree and certification as a public school music coordinator. Leonard, who is currently working toward his degree at the New England Conservatory of Music, said that he could have had the certificate by the end of this year and the degree by the beginning of next year.

After Geiger's decision to hire Pavasaris, who has the degree and proper certification, it was discovered that the job did not require a certification for administration since more than fifty percent of the position consists of teaching duties.

Although Leonard said he was initially disappointed at the decision, he remains optimistic. "I was very disturbed by the process [of choosing the coordinator], by the way I've been treated along the way, by the way Walter [Pavasaris] was treated with the long delay. Although initially disappointed about not getting the job, I've reconciled myself to not getting it. If it couldn't be me, Walter is the best man for the job."

"It's not being a director of music that I am interested in, it's being the director of music in Lexington. It's not the job, it's the town," said Leonard.

Music teacher Jeffrey Leonard was recently denied the post of music coordinator. Photo by Ken Niu

Pavasaris, a graduate of Hartt School of Music and a doctoral candidate at Boston University, said, "Mr. Leonard has been helpful and supportive.... He's a real professional." He added, "I've been involved at all levels of music programs....Someone from outside can infuse new ideas, and new perspectives...it can be good."

After interviewing nine candidates last year, a committee recommended to the superintendent the two finalists. The committee consisted of: assistant superintendent Richard Barnes; LHS assistant principal Larry Robinson; Harrington principal Paul Foley; Clarke music teacher Jeanette Fagone; Diamond music teacher Carol Messina; former music coordinator Don Gillespie; student Brian Lee; and two parents.

Lee said that the committee was in the position of weeding out the clearly unqualified applicants. According to Robinson, the committee was looking for an individual who would be "effective with students, teachers, and administrators." The candidate also needed to be "well-organized and energetic." Robinson added that Geiger

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Faculty Contract Ratified By LEA

by Ethan Ehrenberg

New terms for teacher load during budget crises were negotiated by the Lexington Education Association (LEA) and Lexington School Committee, allowing for completion and ratification of the innovative 1990-1993 faculty contract.

At the end of the last school year, after ninety-three percent of the teachers voiced their support of the contract, negotiations hit an impasse when School Committee members balked at what they perceived to be overly limiting language for teacher load in budget crises.

Article XII of the contract on teacher load and teaching hours stipulates that the average number of students per teacher over the first and second semesters shall not exceed 125, except for English teachers where the average follows the nationally recommended 100.

The contract goes on to assign a student the value of one, for load determination purposes, if the student meets in the particular class four times per five-day cycle.

Originally the contract stated that when the School Committee and LEA decide that a severe budget crisis exists, "teacher loads may be determined as a departmental average" instead of remaining unique to the teacher. Article XII, part F, read, "This average cannot exceed the 125 students per teacher load (except for the one hundred (100) students per teacher load for English), but specific teacher loads may exceed the cap when a severe budget crisis exists."

The original contract went on to say, "The School Committee and the LEA agree that a 'severe budget crisis' exists when the School Committee's requested appropriation is funded at less than 90% by the town." The School Committee, however, felt that not only did this make cutting teachers during a budget crisis too difficult, but that it left room for abuse by outrageous budget demands which would automatically set the mechanism in motion, as LEA President Phil Crosby described.

The newly revised section establishes, "The [School] Committee and LEA agree that severe budget conditions are projected for 1991 through 1993, and therefore agree to set aside the impact of Article XII during the second and third years of the contract in order to systematically deal with the impending crisis."

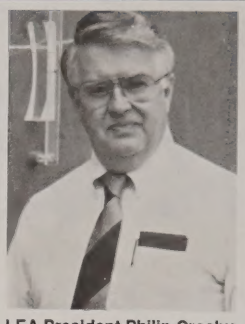
The new agreement goes on to outline a negotiating team made up of two LEA members and the LEA president, two School Committee members, one member from the schools' central administrative office, and five additional members, three from the High School Site Council and one from both a middle and elementary school Site Council.

The new agreement dictates, "The negotiating team will participate in a mutual fact finding process to collect the data and statistics needed to put in place teaching loads that meet the temporary needs of the community."

> "It's not the intention of the LEA and the School Committee to change the High School, but there are real budget problems to consider."
>
> —LEA President Philip Crosby

The negotiating team will have the additional assignment of "an open-minded pursuit of budget options other than increases in teaching load."

The new agreement has additional provisions if the School Committee and LEA cannot agree on a course of action. In this instance, outside help would be requested from Conflict Management Institute, the group which managed the original negotiating process last year.



LEA President Philip Crosby. Photo by Ken Niu

The negotiating team will make a list of budget ideas and present it to the School Committee, which will pick one idea from the list or will suggest its own. The idea will become final with a majority vote from the negotiating team.

In the absence of a majority vote, another committee, consisting of the superintendent, the chairperson of the School Committee, and the LEA President, will meet for ten school days to seek a consensus on the issue. The School Committee will suggest options for the committee of three and implement either what the three-person committee decides or, in the absence of consensus, implement its own budget-saving measures.

The new section of the document goes on to say, "In no case shall the School Committee approve a configuration that will create class loads that exceed an average of 125 students per teacher per department (except for the 100 per teacher for English)."

When asked about effects on teacher-student ratio, LEA President Crosby said that the LEA and School Committee would make every effort to maintain the current 1:16 figure, but said that the number is misleading and is only used to calculate basic filling ratios, saying that most often that number "leads to 22-26 [students] on the average."

Crosby added, "It's not the intention of the LEA and the School Committee to change the High School, but there are real budget problems to consider." He said that the LEA and School Committee were "trying to to make intelligent educational decisions" in very tough budget times.

Senate Passes Compromise Substitute Bill

by Will Eisner

On October 10, the Lexington High School Student/Faculty Senate passed a revised Substitute Bill, which would allow teachers to cancel exclusively senior classes instead of having a substitute. The policy, pending enactment, would be evaluated after a one-semester trial period for possible expansion.

However, it is expected that LHS Principal David A. Wilson will veto the bill.

Another bill under consideration is the resubmitted Substitute Evaluation Bill, which deals with the evaluation of substitute teachers. Both of the bills were revised and resubmitted by Junior Senator James Kvaal.

The revised Substitute Bill states that teachers will only be allowed to cancel their classes if "the teacher feels that the students will use their time productively elsewhere" and "an assignment is left for the students to complete."

The Substitute Bill was one of the most controversial bills discussed last year. It was passed by the Senate, and then vetoed by Wilson. The Senate then overrode the principal's veto, and the bill was sent to the Lexington School Committee. The School Committee returned the bill to the Senate for revision at the end of year, but it was not resubmitted until the beginning of this school year.

The bill differs from the original in many ways. The first bill allowed for teachers of both juniors and seniors to cancel their classes, while the revised version only allows for teachers of seniors to cancel. The original bill also allowed teachers to cancel any class, while the revised bill only allows for electives to be cancelled.

If passed, the revised Substitute Bill would be active for one year, after which a committee would be formed to evaluate its effectiveness. The revised bill was created so that the principal and the School Committee might find it more acceptable.

The resubmitted Substitute Evaluation Bill states that substitutes will be annually evaluated by their classes and by the absent teachers. The evaluation would be in the form of a questionnaire to be filled out by each student; the questionnaires would then be sent to the principal's office.

> The revised substitute bill would allow for teachers of exclusively senior classes to cancel those classes in lieu of substitutes.

The Substitute Evaluation Bill was submitted and defeated last year, but it has been revised and resubmitted for the Senate to reconsider. Senators had mixed feelings about the bill when it was discussed at the Senate meeting. Some Senators, such as the bill's submitter, James Kvaal, felt that the bill would improve the quality of the substitute teachers at LHS. Others felt that some students would abuse the evaluation system and use it to "get back" at substitute teachers. The bill is currently being discussed.

In other Senate news, the Senate accepted LABB's petition for an open Senate seat. A LABB representative will be serving from now until the end of the year as a Senator in one of the five seats set aside for groups who feel they are under-represented in the school.

News Briefs

Math, Science Departments Restructured

Former Lexington High School math department head Ronald Schutt was appointed as K-12 systemwide mathematics coordinator during the summer. Math teacher Arthur Dulong and science teacher Judy Massalem were appointed as math and science department heads.

Schutt was hired after Audrey Buffington, a Wayland High School math teacher, turned down the position of math coordinator.

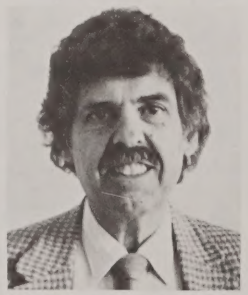
Buffington said that she had turned down the job because of another offer. "After I had been interviewed for the position [of Lexington Math Coordinator]," she said, "I received a call from a college in the Midwest [to] work in a teacher education program. I can retire in Massachusetts in three years [and accept the job]." She said she viewed the offer from the Midwest as an "extra opportunity."

"Before I retire from education I think I would like to have that opportunity," she added.

Buffington also cited the budget problems in Lexington as a factor in her decision not to accept the position.

"Lexington, like other towns, is in a kind of turmoil based on negotiations, salaries, [and budgets]. I thought maybe I could avoid some of that turmoil. Lexington is also a big [school system]. No one would be able to accept that position without being very committed."

The recommendation of Buffington for K-12 math coordinator was the result of a second search to replace George Gearhart, who was denied tenure two years ago. The first search, said Schutt, did not turn up a viable candidate. Schutt added that he plans to retire after two years.



New Mathematics Coordinator Ronald Schutt. Photo by Ken Niu

Site-Based Management Council Set

The Lexington High School faculty and administration will soon be implementing a site-based management system for the school. Under this system, the Site-Based Council, a group consisting of seven to nine teachers, two parents, two town residents, one janitor or secretary, and two students, will meet at least once every month to discuss various issues about LHS.

The recently ratified teacher contract states that the Site-Based Management be created in order to attain."shared decision-making at the school level." Potential discussion topics include budgeting, hiring of staff, disbursement of funds, and the instructional program.

The first meeting is expected to be held in late October, but LHS Principal David A. Wilson said that the committee may "slowly begin to gain momentum." He added, "They shouldn't try to take on everything at once."

Council representatives will be selected by the appropriate groups. The PTA will choose parents, the Town Meeting Association will choose community members, students will be chosen by the Senate, and the staff members will be chosen by their respective faculties.

Visual Arts Coordinator Ciano Accused of Forgery

Lexington's Systemwide Coordinator of Arts Paul Ciano was arraigned on September 27 on charges of forgery and passing a bad check. The charges stemmed from an examination of some of Ciano's purchase orders, believed to have been forged in the name of companies that do not exist.

"The [staff of Lexington High School] was looking over some of the purchase orders," said Lexington Police Captain James Kilmartin, "and then they approached [Superintendent of Schools Philip E. Geiger] who in turn reported to the Police Department."

Ciano has been temporarily suspended from his position and relieved from his teaching duties. According to Kilmartin, Ciano will return to court on October 18 to "sit down with an attorney and discuss the possibility of a trial."

A trial date has not yet been set, but on October 18, the case could potentially go to trial. "There's a possibility that if somebody wanted to, they could probably go to court on that day and clear the case," noted Kilmartin.

If found guilty of all charges, Ciano could face up to twenty years in jail. Police are still investigating the possibility that Ciano, a Lexington art teacher for thirty years, could have forged other orders as well.

New Assistant Principal to Fill C-House Vacancy

Diane Lande has been hired as the new C-House assistant principal, replacing Jennifer Huntington. Lande, currently an assistant principal at East Bridgewater High School, graduated from Radcliffe College and holds a Master's degree from Harvard University in schooling and school education. Principal David A. Wilson predicted that Lande will arrive about October 22. Meanwhile, attendance and evaluation duties for students assigned to C-House are being covered by assistant principals Lawrence M. Robinson, Anthony J. Capezza, Associate Principal Paul N. Brown, and Wilson.

News briefs by Will Eisner, Carol Sohn, and Dena Weinstein.

Juniors Greg and Heidi Chang are nationally ranked fencers. *Musket* File Photo

The Changs: A Family of Accomplished Fencers

by Young-Ho Yoon

The Lexington High School physical education department offered a fencing course last year that concluded in a fencing exhibition featuring skilled duelists from the Boston Fencing Club. Remarkably, two members of the club who came to LHS are students at LHS, juniors Greg and Heidi Chang.

For Greg and Heidi, fencing has been much more than a gym sport. Encouraged by their father, who fenced in college, they have been fencing since middle school. Even their younger brother, Timmy, an eighth grader, has been fencing for several years now and has already won several awards.

All three Changs are members of the Boston Fencing Club, attend the Fencing Academy, and are active participants in a number of exhibitions.

Fencing, which is the art of attack and defense with a sword or foil, has existed as long as men have had swords and the ability to use them. Of course, now fencers do not use the sharp and highly lethal weapons of old; modern fencers use blunt blades with either human judges or complicated electrical equipment in order to determine the success or failure of attempted hits.

Fencers use three types of weapons: the foil, the épée, and the sabre. The foil is a thrusting weapon, as is the épée. The difference between the two lies essentially in their targets. A fencer armed with a foil may receive points only if he successfully strikes the torso of his opponent with the tip of his foil, whereas the épée's target is the entire body.

The foil in the most commonly used weapon, and Greg and Timmy mainly concentrate on it. Heidi practices and competes with both the foil and the épée. The relatively rarely used sabre is a thrusting and slashing weapon and is aimed at the area from the waist up.

Fencing equipment includes the weapon, a mesh mask, and protective padding. Heidi estimates this gear to cost about 100 dollars. This equipment is used for "dry fencing," in which four human judges and a referee determine the success of hits.

The price of equipment, however, increases significantly with electrical fencing, which is used only for the higher and more important competitions. Electrical fencing uses complicated and expensive electrical wiring to determine hits, and costs upwards of 800 dollars.

Tournaments usually encompass the better part of a day for the Chang family. Many preliminary and final rounds, divided into sex and age categories, are held. In the preliminary rounds, the object is to score five hits upon your opponent.

In the preliminary rounds, the fencers are divided into smaller groups, known as pools, and fence the members of their pool. A fencer must score five touches upon his opponent to win. The fencers from each pool with the best record advances to the next round.

In the direct-elimination finals, the fencer must win two five-touch bouts against the same opponent before advancing to the next round.

Greg admits to problems dealing with the pressure in the final rounds, especially in close matches. "To me , when I fence, it's about 90 percent mental and 10 percent physical," said Greg. "Unfortunately, I don't have the nerves of steel. I always psych myself out."

> Fencing, which is the art of attack and defense with a sword or foil, has existed as long as men have had swords and the ability to use them.

For Greg, Heidi and Timmy, fencing takes up almost as much time as a varsity sport. Tournaments are held nearly every Sunday, and the Changs practice four or five times a week, sparring and taking lessons from their coach. The Boston Fencing Club membership is over 125, and a few Olympian fencers instruct and spar with the students.

Heidi takes time off in the spring from the fencing season to play lacrosse. She was a defensive wing on the varsity girls' lacrosse team last year. Despite the overwhelming time commitment, she said, "I get a lot of support from my family and coach."

Heidi has been fencing for just over a year now, but has already proven herself an accomplished duelist. She is the 1990 New England Épée Champion and the New England Women's Champion in the division for females under 16 years of age, and she is currently rated as the second best foil fencer in New England in the under-20 division.

Greg's awards include placing third at both the North Atlantic Sectional Championships and the New England Championship in the under-16 division. He is ranked as the twelfth best under-17 fencer in the nation.

Timmy, a very promising young fencer, is the 1990 North Atlantic Champion in the division for boys under 13 years old. Recently, at the Olympic Training Center in Colorado Springs, Timmy won the under-13 age division in the North American Youth Cadet Circuit Event — one of the most important national tournaments for younger fencers.

During the summer, the Changs attended the Bay State Games. Greg and Heidi won a bronze and silver medal in the Boys' and Girls' Scholastic Divisions, respectively.

Their dream, of course, is to win a gold medal, but Greg and Heidi agree that even participating in the Olympics would be a significant achievement. They both know that many years of hard work and much dedication lie ahead of them.

Summer Prep for Yearbook

by Susan Catterall

This summer, several LHS yearbook staff members went to one of two all-expense-paid yearbook seminars where they learned to "yearbook."

Students from all over the country learned yearbook procedures in classes, labs and lectures. The students were housed in the dormitories and attended classes on campus. Participants had a full day of activities and often found themselves doing homework during their free time or working late into the night to finish an assignment.

People who had gone for a "vacation" had a rude awakening. Intense classes kept students from frequenting the pool, pizza parlor and town hangouts. Senior Nancy Kim, LHS student life editor, felt that the days were too crammed, but, "we were trying to learn as much as was humanly possible in three days."

The first seminar was held from July 15 to July 18 at Springfield College in Springfield, Massachusetts. Seniors Editor Adam Rosenberg, who attended this seminar, remarked it was "my first real exposure to 'yearbooking.' I learned how complex the procedure is and what one has to do to have a good yearbook." While Rosenberg felt that the conference was a valuable experience, he said that he would not have paid to go.

The second seminar was held from July 19 to August 2 at Gettysburg College in Gettysburg, Pennsylvania. Junior Courtney Duff, activities editor, thought that the best thing was "meeting new friends." Senior Melinda Lester, photography editor, felt that the trip was "definitely a bonding experience." She added, "I got to know my fellow students at LHS, [some of] whom I had not previously known."

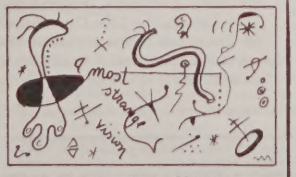
Senior Lara Ho, this year's editor in chief, agreed and explained, "When you live with someone, you get to know them... you can't help it." Ho also added that she "saw many yearbooks," and got new ideas from the Gettysburg Yearbook Library. Kim also noted, "It was good that we got to meet kids from other states and share yearbook ideas."

Paired with the benefits from the seminars and the general enthusiasm of the staff, this year's LHS yearbook could be the best yet. Duff vowed, "This year, I'm prepared to make a 110 percent contribution to my yearbook. I'm looking forward to making this year's yearbook the best it can be."

The
Lexington High School
Drama Club Presents

Shakespeare's

A
MIDSUMMER
NIGHT'S DREAM



High School Auditorium
Nov 15 16 & 17 at 7:30
Tickets $5

Unique Eating Experience in J-House

by Matt Cole

Students on campus can eat at any one cafeteria on a given day, maybe two if they push it. C-House has the snack bar and F-House specializes in pizza, but J-House doesn't seem to have a single big attraction.

So why does the line stretch halfway to the back wall? Why does a crowd congregate by the windows?

Tell me, in five hundred words or less, why do you eat in J-House?

"It invigorates me into feats of eating pleasure," sighed junior Erik DeBonte. In addition, he noted that it has "nice chairs."

Do you eat in J-House because of the high comfort?

Junior Chris Webb muttered, "They have something new every day."

Do you eat in J-House because of the high variety?

"I like the J-House cafeteria ladies," said Stephen Cooley, a junior.

Do you eat in J-House because of the friendly service?

Senior Stefan Schick responded, "Because of its proximity to the Quad," where he eats if it's not raining.

Do you eat in J-House because of the idyllic scenery?

Junior Roger Lowther thought that there is "more room than the other cafeterias...The atmosphere is more open."

Do you eat in J-House because of the relaxed and casual atmosphere?

Freshman Adam Rzepka reported, "It's closer to my math class."

Do you eat in J-House because it's more convenient?

"I'm too lazy to bring a lunch," said junior Eric Golovchenko.

Do you eat in J-House because you're a lazy bum?

"I don't know," junior Sam Sacks stated simply.

Do you eat in J-House because you're confused?

"It's the first place I ate as a freshman and it turned out that my friends ate there too," said junior David Berger.

Really?

He continued, "Since the room is so large, it doesn't ever seem crowded."

Do you eat in J-House because of the wide open spaces?

The J-House mystique lives on.

LHS students enjoy the fine cuisine of the J-House Main Event. Photo by Ken Niu

Contracts Provide New Opportunity

Great opportunity has just recently been granted the Lexington School System — the opportunity to mend relationships and work towards positive ends. The Lexington Education Association has signed a three-year contract through 1993, and Superintendent of Schools Philip Geiger is set to negotiate a one-year renewal that will carry him through the 1991-1992 school year. With these contract situations finally resolved, it is left to all involved in the school system to work towards amelioration of the contentious atmosphere that has existed since Dr. Geiger's arrival in September 1988.

Although the School Committee's decision on a one-year renewal for the superintendent, as opposed to termination or a three-year renewal, is in some ways a cop-out, there is no constructive purpose in criticizing the decision. Instead, we must accept the contract and use the time to our advantage.

There exists a history of negative feelings between the faculty and the Geiger administration We must put an end to these bitter feelings. An observant person can hardly attend the High School for one day without taking notice of the faculty's keen resentment toward the administration. Such emotions contribute nothing positive to the educational process. The faculty has wasted an exorbitant amount of time complaining of the superintendent's actions and policies. This energy could have been better spent on education.

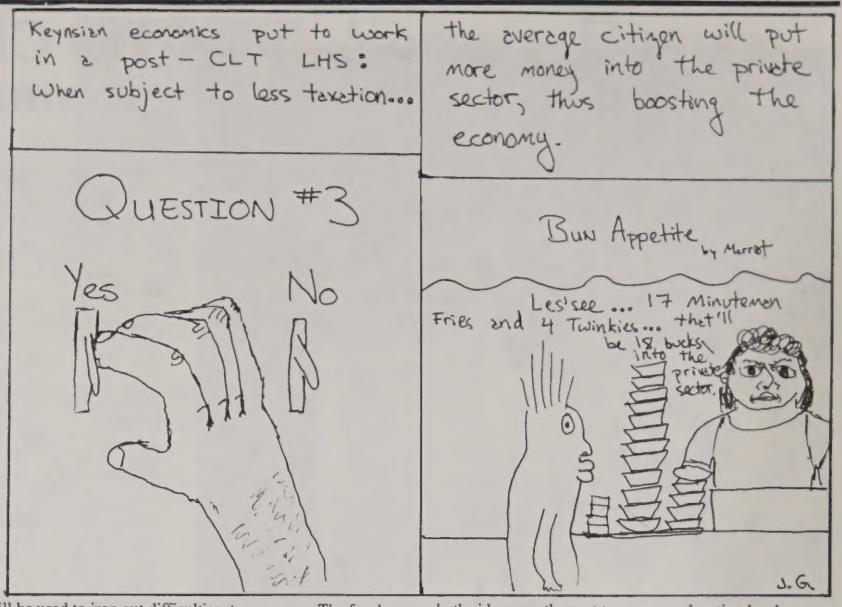
This is not to say that the administration is faultless in the situation. Dr. Geiger has brought much of the animosity upon himself through his often-abrasive management style and through his disregard for the teaching profession.

But regardless of who is at fault, we must begin the mending process immediately. Ideally, the next two years will be used to iron out difficulties, to progress. The faculty must begin by listening to Dr. Geiger's ideas with an open mind; too often, the faculty has ignored the superintendent's insights.because of the method he has used to deliver those opinions. It is obvious, then, what the superintendent's responsibility is. He must amend his style, recognizing that his ideas are currently clouded by his tendency to offend the faculty.

Ultimately, as the angry words have spewed forth from both sides over the past two years, education has been sacrificed. As long as the vendettas, negative attitudes, and lack of mutual respect live on, the potential of the Lexington Public Schools will have been left unfulfilled.

The atmosphere has tainted our image for long enough. We must move on, beyond the cloud of the past two years.

—Jeremy Giller


Keynsian economics put to work in a post-CLT LHS: When subject to less taxation...
the average citizen will put more money into the private sector, thus boosting the economy.
QUESTION #3
Yes
No
Bun Appetite by Marret
Les'see... 17 Minutemen Fries and 4 Twinkies... that'll be 18 bucks! into the private sector.
J.G.

CLT Petition Undermines State Economy

Over this past summer, the Massachusetts taxpayer was witness to some of the worst blundering, mismanagement, and inefficiency by the state government in recent history. In the November election he will have a chance to vote for a change in the vote between gubernatorial candidates William Weld and John Silber, and on the petition for Limited Taxation (ballot question number three). Granted, Massachusetts needs a drastic revamping of state government, but if the citizens of Massachusetts and Lexington want to preserve any of what has become dear to the communities of this state over the last twelve years, then question three, the CLT petition, must not pass.

The question proposes to a) set the tax rate of most general income at 4.25 percent for fiscal year (FY) 1991, 4.625 percent for FY1992, and then 5 percent thereafter, b) roll back the fees imposed by state authorities and state agencies to the rate of June 30, 1988, and transfer the power to set these rates back to the legislature, and c) repeal taxes established since August 2, 1989. Included among these repeals are gasoline taxes and numerous other taxes recently implemented by the legislature to make up the state budget deficit. The effect of the CLT proposal would be to eliminate approximately one to three billion dollars each year and a total of 4.5 to 6.4 billion dollars in revenue over the next three years.

Although the Massachusetts government and economy need change, the CLT proposal would not only create incredible economic turmoil for the incoming administration but would also create enough financial and budgetary havoc to send an economic and social shock wave throughout the state. CLT claims that the goal of this proposal is to cut unnecessary spending by eliminating waste in the state budget and ultimately to renew growth. However, both gubernatorial candidates have pledged to completely overhaul government and eliminate waste in the budget if elected. The Massachusetts voters ought to give the candidates a chance to set their own agenda without hamstringing them with something like CLT.

The CLT referendum question cannot make specific or constructive budget-saving suggestions. It is limited by law to sweeping, undirected cuts. It cannot, for instance, suggest areas of waste that should be cut from the budget, but instead must come up with solitary figures of taxation irrespective of the state's financial need. In fact, the numbers that CLT came up with are not based on financial waste in government, but rather the combination of the tax rate prior to the Dukakis administration less the amount that taxes were raised over the last twelve years. The tax rate that CLT proposes, therefore, is not based on a rational survey of state finance, balancing areas of waste in government, alternate revenue sources and economic growth, and the very real financial needs of Massachusetts communities; it is based on revenge — something which is not only completely inappropriate but also cowardly in the realm of politics.

The economic implications of the CLT proposal are frightening, and will only perpetuate the downward spiral of the state's economy and reverse any social improvements gained over the last ten years. Question number three virtually transfers the state fiscal woes to the local level. It cuts state taxes and thus necessitates cuts in local aid.

Lexington will suffer a $756,443 cut in state aid, necessitating a 3.6 percent cut in budgetary spending, according to Department of Revenue estimates. This leaves Lexington with two options. Either the town will raise taxes, ironically neutralizing question number three for most local taxpayers, make sharp cuts in the town budget, or a combination of the two. As Town Manager Richard White described, if the question passes, Lexington can expect an almost impossible task of living under proposition 21/2, the first of CLT's initiatives. Since about 40 percent of the town's budget is expended on education, it is estimated that an equivalent 25 teachers could be laid off. A loss even less drastic than that, during these times when education has already been scaled back, would precipitate a fundamental change in the process of education of the Lexingon schools.

Other Massachusetts communities will be hit harder by CLT. Boston will have to cut 14.8 percent from its budget, Springfield 25.8 percent, Lawrence 26.8 percent, and Chelsea will have to find ways of cutting 31.0 percent of its spending in the remainder of this fiscal year. Changes this draconian can not go by unnoticed and will take years to repair.

The CLT proposal fails to do justice to this state and its communities. Social expenditures, like trash collection, police and fire protection , and education, are not economic phenomena which spontaneously produce a substantial, cash-generating product. Education is one of many public services that is expected and by right ought to be expected in order to maintain a civilized society. But because it is not a self-sufficient enterprise, education relies almost entirely on public funding, both state and local. Education and public services of this kind are vital to a democracy because each citizen is expected to be informed and to vote. The CLT petition may seem like the perfect example of this democratic ideal. However, the methods of CLT threaten to disrupt the Lexington community and others of the commonwealth by using chaos as a means of changing government.

Such unsigned editorials express the general opinions of the entire Musket *editorial board.*

Pep Rally Stifles School Spirit

The Lexington High School pep rally of October 4 failed in its attempt to promote school spirit, and was a waste of valuable time for most students. Throughout the display, it was evident that the school is seriously lacking in school spirit. The students, not to mention many teachers, were unimpressed by the proceeding. The entire philosophy of the required-attendance pep rally is skewed. The LHS administration is trying to force a hypocritical policy of mandatory school spirit on the students. Attendance is required for all students except juniors and seniors with open campus that block, and everyone missed a class for the pep rally. A half day of school was reduced to three classes in order to generate school spirit.

The pep rally was a show put on by the LHS cheerleaders, the marching band, the flag troop, and the baton twirlers, intended to bring school pride to the students. All of the fall sports teams were introduced by the cheerleaders, unlike last year's emphasis on football. The dancing and gymnastics appeared organized and devoid of major mishaps, and their cheers were coherent and similarly well organized. Overall, it was a successful, nearly flawless performance, considerably better than last year's embarrassing show. The cheerleading squad actually went to camp this summer to learn their songs. Yet the audience was decidedly unenthusiastic.

"In terms of spirit, our school needs help," claimed one student. "I cannot think of a single person who wanted to go to this pep rally," added junior Josh Knobe. "It's a waste of valuable time," said freshman Jason Davis. Most LHS students are simply not interested in school spirit.

If school spirit can make other schools more fun, it stands to reason that it could have the same effect at LHS. A mandatory pep rally is not the correct way to raise school spirit. Required attendance causes this problem. "If they made [the rally] optional, they would get one quarter the attendance but ten times the pep," suggested senior Eric Reuss. Another flaw inherent in pep rallies is the overemphasis on sports teams as opposed to other groups in the school. Recognition of LHS musical ability, artistic talent, dramatic skill, debating prowess, or mathematical ability could be used to bolster school spirit. Other fun activities could dramatically boost student enthusiasm.

Lexington High School need not bore students at pep rallies, and the school can certainly avoid causing missed classes. An optional pep rally or other activity held during X-Block would make infinitely more sense. Pride can only be promoted through enjoyable activities.

—Samantha Davis

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Heterogeneous Grouping Causes Academic Decline

While heterogeneous grouping has been hailed as the solution to some of our most serious educational problems, it has proved to be nothing of the kind. Indeed, heterogeneous grouping is more likely to lead to a severe decline in the quality of Lexington education if it is left in place or expanded.

Beginning last year, the administration instituted a policy of heterogeneous grouping in freshman English and history classes. Currently, there is some discussion about expanding the concept to the tenth grade as well. For purposes of clarification, it should be noted that heterogeneous placement involves placing students in classes without regard to ability, past performance, or effort, while the more traditional format of homogeneous grouping assigns students to different level classes based on these factors.

Supporters of the new plan cite various studies that seem to validate heterogeneous grouping. But the actual performance of the concept at LHS has been less than successful. In the program, students are given level designations within classes and sometimes receive separate tests. But all students receive the same classroom instruction. As a result, the better students tend to get lazy and bored, since the classroom sessions and assignments are often too easy for them. At the same time, some students inevitably fall behind unless the teacher decides to hold back the rest of the class to give them a chance to catch up.

> Since the State Board's report is the major piece of evidence in favor of heterogeneous grouping cited by the administration, the apparent inadequacy calls the whole LHS program into question.

Heterogeneous grouping is supposed to break down social barriers between students by putting them in classes with people whom they would otherwise not see in school. But the exact opposite has taken place. The higher-level students resent the lower-level ones for holding the class back. In turn, the higher level students are themselves disliked for getting higher grades with less work than their classmates.

Advocates of the new placement policy have asserted that it will increase the self-esteem of students who would otherwise be in lower-level classes. But under heterogeneous grouping, these students are placed with classmates whose abilities and performance are often far beyond their own. They are given fresh proof of their academic inferiority every day as their skill weaknesses are constantly displayed in class. In the words of one students, the result "is uneasiness and tension within the class." Ultimately, heterogeneous grouping has failed to provide real advancement for lower-level students at LHS.

The record of heterogeneous grouping at the High School raises questions about the studies and theoretical arguments supporting it — the ones which are so proudly cited by our administration.

According to Associate Principal for Curriculum Paul Brown, one of the architects of the heterogeneous grouping program, most of the evidence which the administration found to be so convincing came from the Massachusetts Board of Education's report on ability grouping. It is essential to understand that the introduction of heterogeneous grouping at LHS was justified almost entirely on the basis of the report. The administration had no hard data to go on from within the High School itself.

The studies in the report seem to show that lower-ability students perform better in heterogeneous settings than in level-divided classes. However, it also contends that poor educational methods are used in current low-level classes. As the report notes, "Too few teachers regularly utilize interactive and student-centered instructional approaches."

The homogeneous classes which the studies found to be superior to heterogeneous equivalents (in terms of helping high-ability students) used the improved educational methods advocated by the Board. When leveled classes used the better methods, they apparently turned out to be better than the heterogeneous ones. Throughout all of its analysis, the Board had been making an unfair comparison, stacking homogeneous classes with poor teaching methods against heterogeneous classes with good ones. This is the factor that should really have been "controlled," as the Board put it.

Since the State Board's report is the major piece of evidence in favor of heterogeneous grouping cited by the administration, its apparent inadequacy calls the whole LHS program into question.

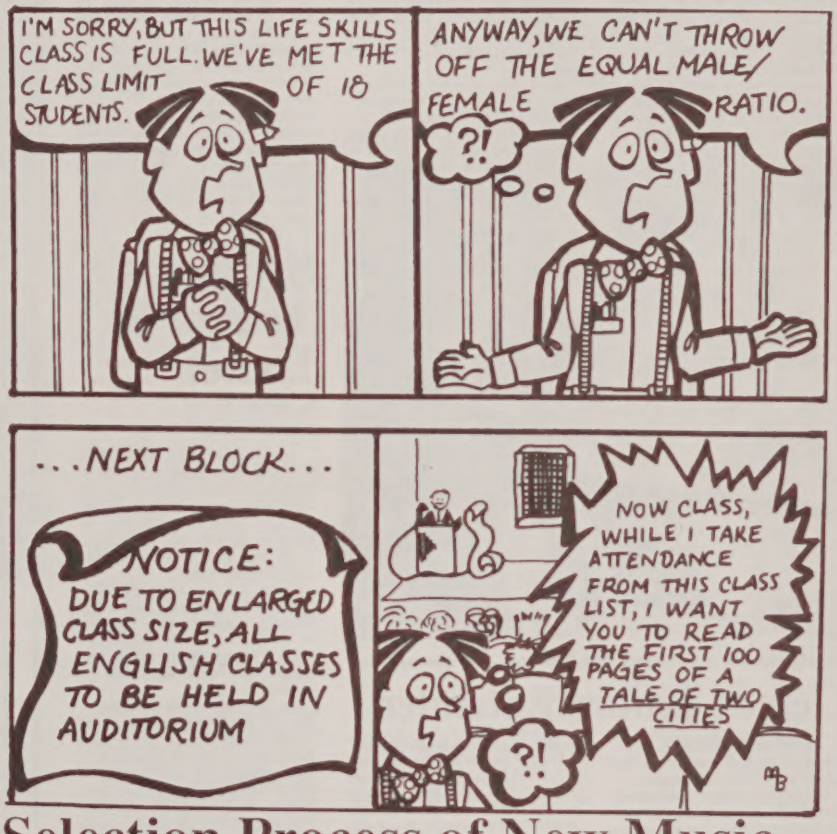
Proponents of heterogeneous grouping implicitly admit the need for individualization when they support what the Board Report called "internal leveling" within a class. This involves grouping students within a class, giving them differing tests and assignments in accordance with ability and other factors. But all students still get the same in-class instruction from the teacher. Thus, true differentiation is not attained. On the other hand, internal leveling seems likely to cause the kinds of social problems which the officials at the State Board of Education seek to avoid. This is what seems to have actually happened at LHS.

There are significant inadequacies in the homogeneous system as well. In particular, low-level classes tend to be poorly run. The students in such classes are not sufficiently encouraged to move up in level and often little is expected of them academically. Such attitudes are often prevalent at LHS, as well as at other schools. Clearly, teachers and administrators should work to remedy these problems and change their perceptions of lower-level instruction. The homogeneous system can become an ideal vehicle for reform, since it encourages a focus on the needs of specific groups.

But we must abandon the concept of heterogeneous grouping and the conclusions of the State Board of Education — which are contradicted by the evidence it collected itself. We must also realize that heterogeneous grouping will not result in complete social integration — one of the main justifications of the new format. It should not be surprising that high school students tend to associate with classmates of similar abilities and interests. Among LHS freshmen, this has remained true even after a year of heterogeneous grouping. Education, not social engineering, should be the proper function of the school system in a free society.

Heterogeneous grouping threatens to lower our educational standards.

—Ilya Somin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...NEXT BLOCK...
NOTICE: DUE TO ENLARGED CLASS SIZE, ALL ENGLISH CLASSES TO BE HELD IN AUDITORIUM
NOW CLASS, WHILE I TAKE ATTENDANCE FROM THIS CLASS LIST, I WANT YOU TO READ THE FIRST 100 PAGES OF A TALE OF TWO CITIES
?!
MB

Letters to the Editor

Teacher Questions Effectiveness of Mandatory Pep Rally

To the Editor:

A pep rally ought to do what its name implies: rally pep!

It is easy to think of many reservations about the all-student Pep Rally of October 4 — and perhaps in the not-too-distant future a first question might ask whether to have a pep rally in school hours, during class time. A second question might wonder whether there is a contradiction between a compulsory assembly and pep.

Someone might well wonder, additionally, about the absence of any male cheerleaders: Is cheerleading necessarily a female activity? Should a pep rally encourage sex stereotyping?

But however one responds to these serious questions, everyone must agree that the purpose of a pep rally can only be to foster school spirit and enthusiasm.

There was little "pep" in evidence among the student body on October 4. The expressions on student faces showed little enthusiasm, little emotion of any sort except for passivity — and perhaps a touch of cynicism. The students received no encouragement to cheer, to participate, to become one with Lexington High School.

They were expected to sit and watch. And sit and watch they did, politely and, yes, let's say it, indifferently. In Horace's Compromise, Theodore Sizer worries about passivity in American high schools. I think, at least I hope, that we encourage our students to become actively engaged in their education. A passive pep rally wastes everyone's time.

Sincerely yours,
Patricia Maier

Selection Process of New Music Coordinator Misguided

The recent process used in appointing the new music coordinator did not show the then acting Music Coordinator Jeffrey Leonard the respect he deserves. Although Walter Pavasaris, the newly chosen music coordinator, is certainly qualified, the method used to choose him treated all candidates unfairly.

Leonard has been the acting music coordinator for the past three years, in the absence of a permanent coordinator. The Lexington School Committee indicated that Leonard would be given a stipend for his additional work, but the money was never received.

Over these three years, Superintendent of Schools Philip Geiger intimated that when the time came to hire a permanent coordinator, the job would be Leonard's. However, last June, when the final decision was to be made, Leonard was told that because he didn't have a master's degree, the requirement for the position, he would be disqualified.

Prior to this, Geiger had assured Leonard that this requirement would be waived. It has been Lexington policy for some time that coordinators must have a master's degree. For Geiger to first indicate that the certification could be waived, and then to renege on that commitment shows that either Geiger had false information, or that he blatantly ignored Leonard's professional status.

If the certification requirement was there, Geiger should never have led on that it could be waived.

The decision to hire a new coordinator was not made in June and was delayed throughout the summer; this created confusion for all those involved. Leonard was not kept up to date as to the hiring process, and Geiger did not return his repeated inquiries by mail and phone. Leonard was left dangling for the entire summer, and even had to give up a pre-planned vacation to be in Lexington when the decision was to be made in late August.

Soon after Pavasaris was chosen for the job, the administration found that a master's degree was not a necessary qualification because the job involved more than 50 percent teaching. As a result, Leonard could legally have had the job. Was this a gross oversight by the school administration, or were they determined not to hire Leonard, even though he had voluntarily coordinated the department over the past three years without compensation? In the end, Leonard was the victim of a great injustice.

The inefficiency of this decision-making process did not just disrupt *our* school system; Pavasaris was still working for the Belmont school system in August, when he was offered the Lexington job, forcing Belmont to find a replacement. If the decision had been made promptly and efficiently, then the disruptiveness of the selection process could have been avoided.

No one should be treated as Leonard was treated. In essence, his job was pulled out from under him. The administration simply showed a complete lack of sensitivity toward Leonard, a dedicated, caring teacher who deserved better.

—Glenn Davis

Freshman Heterogeneous Grouping Reviewed

by Nicole Silverman
and Angela Yin

As heterogeneous grouping enters its second year, teachers and students expressed divided sentiment towards the system. Since the beginning of last school year, heterogeneous grouping has replaced the tracking system of Level-1 through Level-3 in freshman English and social studies classes. Heterogeneous grouping was implemented by the administration to alleviate the stress placed upon students in a competitive environment. The freshman English and social studies teachers have many favorable comments; last year's faculty comments were partly negative, mainly due to the sudden implementation of the system. However, student reaction still remain mixed toward the policy.

One problem the tracking system presents is that kids are labeled as that "Honors student," or that "Level-2 student." Social Studies Department Head Mary Gillespie, who is teamed with English Department Head Deborah Perry this year, stated, "Once you put a label on them, they are stuck with it." Freshman English teacher Kathy Coleman added that she thinks homogeneous grouping at LHS is a "farce," because even with homogeneous grouping, there is still a wide range of abilities. She continued to explain that heterogeneous grouping attacks this problem of labeling.

Perry noted the success of non-tracking in this particular area. Since the students are not labeled, they are able to move up with more facility; this trend shows itself in "the [gradual] disappearance of Level-3 classes and the increase in Honors classes."

Heterogeneous grouping attempts to solve these problems through the emphasis on class cooperation. Perry stated, "No one gets pre-labeled [in a heterogeneous setting] one way or another. Kids don't get isolated because the groups [within the classroom] are changed." Gillespie added, "Because of different individual learning styles, everyone can contribute."

English teacher Kevin Murray added that he disagrees with the argument that students who would be in lower levels feel less adequate, and thus contribute less. He said, "The leadership of the best and most-motivated [students] is presented as an example" for the less-motivated kids. He explained that in leveled courses, students are not able to get a positive example, and that in the heterogeneous setting, "kids learn more."

However, student reaction is quite opposite in this aspect. Freshman Adina Alpert felt, "It's sometimes too hard for the people who [would be] in a lower level and too easy for the people who [would be] in a higher level."

Li-Cheng Wang, a freshman, explained, "I think [heterogeneous grouping] is bad because it limits what you can do in class." For example, he said that people in the class who have language barriers make the learning process go "at a slow, withering pace."

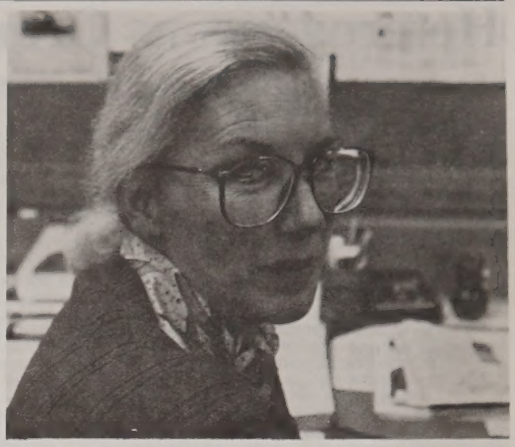
Social studies teacher Jack Heidbrink noted, "Kids get more confidence when there is no segregation. They learn how to work with everyone and learn how to tolerate [other] people." The problem with last year, he continued, was heterogeneous grouping "was thrown at them," which caused much controversy.

English teacher Coleman agreed, saying, "Confidence is slowly eroded by the [tracking] environment. Kids stop putting in as much effort."

George McCormack, a freshman social studies teacher, stated that students "need to mix with different people. [It] makes you more well-rounded and see things from different perspectives." He added, "This [setting] is closer to the real world."

McCormack noted that non-tracking was harder "in terms of preparation because we must be able to meet every [student's] need." Teaching classes becomes easier because one "gets a variety of opinions from different students...Students learn and benefit from one another."

Although there are enormous advantages in the tracking system, according to Perry, there are a few disadvantages, too. For instance, it will "[be] hard to adjust," when freshmen move up to the sophomore tracking system.



English Department Head Deborah Perry is a strong proponent of heterogeneous grouping. Photo by Ken Niu

Music Coordinator Hired

Continued from page 1

established no specific criteria to choose the candidates.

Leonard was a student teacher at LHS in 1982 and became a teacher in 1983. For parts of 1987 and 1988 and for all of the 1989-90 school year, Leonard served as the Acting Music Coordinator for Lexington schools.

According to Lee, "the overall sentiment of the committee was that Leonard should get the job... Pavasaris got the job because he is more qualified, but at this juncture in time, this school system does not need the qualifications as much as it needs someone who knows the system already...we needed someone on the inside."

Leonard says that his desire to remain in Lexington will not be influenced by his not getting the job. "The way I feel right now, the only two reasons why I would leave would be if the music program was cut from the budget or if I were to make a career change, such as teacher training at the university level."

"There's nowhere in Massachusetts that I'd rather teach. I really enjoy the teaching I do, and there are a lot of things about administration which I won't miss."

Superintendent of Schools Philip E. Geiger. Photo by Ken Niu

Geiger Tenure Extended

Continued from page 1

Lois Coit said, "I don't want Phil Geiger to feel like he's on trial."

The superintendent commented, "I think it's always better that people know you're going to be here for an extended period of time so that there's not a sense that initiatives will start and stop abruptly."

Also at the meeting, Zabin contended, "The superintendent does not respect the School. Committee as an institution." Geiger said, "I've been respectful of all my employers including this one, so I don't know what Mr. Zabin's talking about.

About the prospects of further renewal, Woodworth stated, "I would certainly hope that the system can have as least disruption as possible, whether that be renewal for Dr. Geiger or not." Geiger said, "It's my intention to stay here for another five to ten years, and I would hope that's what happens. I think that is likely to happen if the committee spells out exactly what they wish for me to accomplish."

Several School Committee members noted at the meeting that there is a feeling of anger prevalent within and about the town's school system. Coit declared, "We are a system at war." Woodworth said that to repair the system's relationships, "We all must work to a common purpose, education for our children. If we do that, things will get sorted out."

Geiger explained the situation and offered his plan for improvement. "[This is] a system where people don't attempt to resolve problems; it's a system that maintains the problems...Throughout the years I've been here, I've tried to surface issues that the public and the school committees clearly have been concerned about, and tried to reach resolution on those issues."

He went on, "Surfacing issues themselves at times has created anxiety and dissension among the faculty because it's assumed if you don't talk about the [problems], they are not there." Geiger said that the open budget process has opened one path for voicing concerns and airing out differences.

Geiger announced before his renewal that he had begun looking into other employment opportunities, including a superintendency in Michigan for which he was a finalist. Geiger said that until his contract is resolved on a longer-term basis, "I will look at other [employment] possibilities. I anticipate by next June [1991], the committee will discuss this issue again — either a long-term commitment with me will result or [1991-1992] will be my last year of employment."

Students Travel to Israel

by Deborah Binder
and Courtney Duff

Imagine spending a month away from home in a foreign country with travel companions who are mere casual acquaintances, spending three days in the desert: no place to shower, go to the bathroom, or merely lie down to relax and watch television.

While the vast majority of us spent our summer working, attending summer school, or going to camp, ten of our classmates spent 39 days having the experience of their lives; they spent the summer in Israel.

For the past decade or so, members of the Temple Isaiah-based youth group LEFTY (Lexington Federation of Temple Youth) have been participating in a month-long trip to Israel. Some had been there before, but for most, it was their first encounter with the land they had heard much about since childhood.

The trip, which was chaperoned by three Israelis and two Americans, was a whirlwind tour jam-packed with visits to Jerusalem, Acco, the Negev, a kibbutz, Tel Aviv, and much more.

With a trip of this caliber, there are many activities which live on in participants' minds as amazing events. Among the favorites were a snorkeling excursion in the Red Sea, floating in the Dead Sea, and watching the sunset atop of Mount Massada.

The worst part of the trip was, according to junior Gina Coplon, "going home," and for junior Sara Fox it was "gaining a lot of weight from the vast quantities of bread and chocolate I consumed at every meal." One difficult part of the trip for junior Elina Fooks was visiting Yad Vashem, a Holocaust memorial museum.

Fortunately, the worst aspects of the trip paled in comparison to the good time they and their 39 companions had spent touring the Middle Eastern country that is only the size of New Jersey.

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Boys' and Girls' X-C Dominate

Fitzpatrick Leads Boy Runners

by Dan Marx

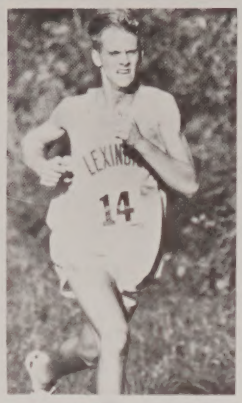
The boys' cross country team started the season off with a bang on September 21 by shutting out Melrose, securing Lexington's 40th consecutive win. The team looked very strong over a course that Coach Arthur Dulong called "a few minutes longer than our own."

Senior tri-captain Ted Fitzpatrick led the boys to victory with a time of 16:08, one of the best times ever run on the Melrose course. Fitzpatrick was followed by fellow senior tri-captain Ed Single and sophomore Josh McCarthy with times of 17:02 and 18:07, respectively. Senior tri-captain Yeh-Jiun Tung ran extremely well to place fourth with a time of 18:26.

With these top four positions, the victory was clinched, but the team did not stop there. Seniors Bryan Williams, Greg d'Agostino, and Derek Armstrong finished with fifth, sixth and seventh places respectively. Junior Young-Ho Yoon and senior Tim Weaver tied Melrose's top runner with a time of 19:39 taking eighth, ninth, and tenth places, respectively. Junior Matt Lennox, a newcomer to the team, raced to eleventh place, ahead of the remaining seven Melrose runners.

Lexington continued to steamroll the competition with a 17-47 win in Belmont on the September 27. The top four were Fitzpatrick, McCarthy, d'Agostino, and Tung. Ed Single did not run due to injury, but Williams filled the void at Lexington's fifth spot.

On October 1, Ted Fitzpatrick again led the team to victory, the third of the season, with an amazing run at home against Woburn. Fitzpatrick's time of 14:35 over the hilly, three-mile course shattered the old course record, which was 14:57, set by John Raach last season. The Minutemen completed the rout, with Single and McCarthy taking second and third, respectively. Lexington has once again amassed a superior cross country team with visions of a fifth consecutive Middlesex League championship.



Senior Ed Single, finishing a grueling race. Photo by Ken Niu

Top Girls Still Unbeaten

by Agnieszka Reiss

Having won its first two meets, the small but determined LHS girls' cross country team is set for a season of improvement. According to Coach Arthur Dulong, "This is the best girls' team we have had in years, and if we can avoid further injuries, we will be very competitive in the league."

Returning varsity members sophomore Becky Dennison and junior Maria Berger led the team in its 22-34 victory over Belmont. They finished in first and second place, with times of 17:40 and 17:44, respectively.

Third place went to senior Petra Rydlova (18:32), a newcomer from Maine, who came from behind to pass the first Belmont runner in the last half mile of the race. Senior Agnieszka Reiss finished fifth in 18:47 and junior Seetha Ramnath came in 11th with a time of 21:45.

> "This is the best girls' team we've had in years."
>
> —Coach Arthur Dulong

Coach Dulong said, "Everyone ran well today, but the person who ran best was [Ramnath]," who came within a few yards of catching her Belmont competitor.

Coach Philip Crosby said, "It will take a very talented team to beat us," but warned to "take nothing for granted." The team will continue to improve, he added, but it "must stay healthy." Lexington has already lost two members, Viviane Chao and Julia Thompson, to season-long injuries.

Against Melrose, the Munutemaids were able to capture the top four and sixth places, winning with a score of 16-39. Dennison, Berger, and Rydlova finished Melrose's notoriously hilly three-mile course together in 21:56. Reiss came in fourth half a minute later, while Ramnath sprinted past the second Melrose runner to a strong sixth place finish.

Juniors Elise Millner and Jen Rosenfield also ran very well, continuing to improve.

The girls' soccer team defeats Reading by a score of 6-0, bringing their record to 1-2-2. Photo by Ken Niu

Girls' Soccer Confident Despite Losses

by Sara Fertitta

The LHS girls' soccer team currently has a 1-2-2 record. Lexington defeated Reading 6-0 after racking up ties in strong games against Wakefield(0-0) and Belmont(1-1). The Maids suffered two losses so far this season, losing to Woburn 5-1 and Melrose 3-2 in the opening game of the season.

In the opening game, Melrose jumped out to an early lead, 2-0. Senior Karen Wood brought Lexington within one when she scored on a shot from 20 yards out. Just after halftime, sophomore Rachel Chansky netted the ball after a direct kick to the corner by sophomore Jane Cargill. Melrose scored with 20 minutes left in the game to go home with the win, 3-2.

Two days later, Lexington recorded a 1-1 tie against a traditionally strong Belmont team. Although both teams had opportunities in the first half, no goals were scored.

Ten minutes into the second half, Belmont scored on a shot over goalie Erin Fitzpatrick's head, taking a 1-0 lead. Sophomore Lora Marzilli's attempt to tie the game just minutes later hit the cross bar and rolled over the back of the goal. Lexington did eventually score, thanks to some good passing. Senior Catherine Gill headed the ball upfield to Jessie Williams, who passed to Justine Oppenheim on the left. Sophomore Oppenheim passed to Wood on the wing, who then fed Williams in the corner. Wood got the ball back in the center from Williams, and her shot to the bottom right corner bounced up and into the net.

The Lexington defense held strong late in the second half to preserve the tie, denying Belmont late surges for a win. Fitzpatrick finished with over 10 saves.

Coach Debbi Childs was happy with Lexington's game against the Marauders. "Belmont has a new coach and a young team...I didn't know what to expect...I am thrilled."

Lexington picked up its first win with a 4-0 victory over Reading. Midway through the first half, junior Gina Coplon scored with an assist from Marzilli. With about ten minutes to go before halftime, Wood assisted Marzilli on her first goal of the season. Lexington led 2-0 at halftime.

Less than five minutes into the second half, Oppenheim took the ball all the way in after a pass from Williams to score her first varsity goal. Oppenheim's shot to the left corner gave Lexington a 3-0 lead. Just ten minutes later, Williams again earned an assist as Marzilli scored her second goal of the game.

The Lexington defense, stabilized by seniors Alison Fields, Catherine Gill, and junior Jen Jansen, held strong to deny any Reading advances.

Lexington lost 5-1 to a fast Woburn team in a game rescheduled because of rain. Wood scored the team's lone goal in the second half to prevent a Woburn shut-out. Childs noted her team had trouble adjusting to Woburn's fast forward line.

The next day, the Maids came back to tie Wakefield 0-0. The Lexington defense cleared away every Wakefield advance, aided by Fitzpatrick's twenty saves. Jane Cargill almost scored just before halftime, but Wakefield's goalie made a nice catch.

Lexington picked up the pace in the second half, pressuring Wakefield and dominating play. One chance for a Lexington goal was denied when the Wakefield goalie caught Marzilli's sliding shot from the corner after a pass from freshman Beverly Ray. Soon after, Wood and junior Meredith Fantasia almost combined for a goal but Fantasia was called offsides. Both the Wakefield goalie and Fitzpatrick made numerous saves late in the game to keep it scoreless.

Childs "felt good" about the game. Childs was not impressed by the first half of play, but was pleased with Lexington's performance in the second. "Both teams played yesterday and we are in better shape. We applied more pressure and almost outran them."

Bumpy Start for Girls' Volleyball

by Susan Catterall

The LHS girls' volleyball team got off to a slow start this season, losing their first two matches both by the score of 2-0.

In the first match against North Reading they lost the first game 15-4 and the second game 15-11. Coach David Lautman said "The team played well in an excellent match. They showed much promise."

In the Maids' match against Masconomet, they lost the first game 15-12 and the second 15-2. Despite the two losses Coach Lautman still has "high hopes."

Co-captains Cindy Harrington and Julie Spector lead a senior based team this year. Harrington, a returning varsity player and a league all-star, is described by Lautman as "as good as anybody in the league." Specter, also a returning varsity player, is trying her hand at setting this year, which Lautman said is "a very difficult position. Good setters take years to make, but she's learning in three weeks."

Other returning varsity players are Jessica Bloom, Lianna Centrella and Kelly Harrington. Lautman expects "good things" from Bloom, a senior outside hitter. Centrella, a sophomore, "shows a lot of promise for a youngster." Kelly Harrington will be out for the season due to a dislocated knee cap. Lautman noted that this "put a big hole in the team and we'll have trouble filling it."

Former junior varsity players junior Srilu Ravi and senior Carolyn Whyte add depth to the team. Also strengthening the team are seniors Daiva Kiliulis, Lisa McMurphy and Kara Smith. Kiliulis returns to the team as an "inexperienced yet promising setter" after a year abroad in Germany. McMurphy, a newcomer to the game, is learning to play back raw defense while Smith, also a newcomer, plays middle blocker.

Lautman's key to a successful season is "to get the ball to the setters. If the setters can get the ball to the hitters then we can beat anyone."

The LHS girls' volleyball team, according to Coach David Lautman, showed much promise in both of their first matches. Photo by Ken Niu

Underclass Girls Push Swimmers To Victories

Friedlander, Kress, and Leahy lead team

by Tom Scott

The girls' swim team opened its season on a positive note this year with a large turnout, especially in terms of freshmen. This gives the future a promising outlook. Senior tri-captains Tami Kress, Maureen Leahy, and Heidi Friedlander hope to lead this somewhat inexperienced team against stiff Middlesex League competition.

In the first meet of the season, Lexington won a hard-fought battle against Wakefield. The meet was very close, but the team was able to win in the relays.

Following the Wakefield victory, Lexington lost to Dual County League powerhouse Lincoln-Sudbury. A few days later, the girls rebounded with a commanding 113-78 win over league rival Burlington, taking first place in every event.

Lexington coach Donna Cerrato said that the team has much potential, especially among the freshmen, and has been showing a great deal of improvement in both practice and meets.

The team is led by the senior tri-captains, as well as juniors Chantal Glover and Susannah Kowal. Glover, a year-round swimmer who qualified for the state meet last year, is expected to continue the solid competition she has shown so far. Kowal, a diver, is undefeated so far this season, and could possibly become the league diving champion.

With a 2-0 league record so far, this young and inexperienced team can only get better. With the hard work and enthusiasm displayed by the team, this "building season," as coach Cerrato describes it, could become a very good one.

Boys' Soccer Rated No. 1

by Eoin Cannon

The boys' soccer team is off to a fast start with a record of 5-0-1, which recently earned them top rating in Division 1. The talented senior class has already shown the Middlesex League that the Minutemen are a force to be reckoned with.

Sweeper and co-captain Greg Weeks leads the defense along with co-captain John Kiladis, both league all-stars last year. Also on defense are Matt McCormack and newcomer Jason Kohrt.

In the midfield, Adam Schaye has frustrated the opposition and penetrated defenses along with Sebastien Morel, and juniors Kurt Langer, Andrew Kvaal, and Jeff Samarjian.

George Landman (four goals), Mark LaValle (two goals), and Paul Tedesco (two goals) have been impressive up front, showing their veteran skills by providing many points for the Minutemen.

Junior goalie Ethan Zohn, in his third year as starter for Lexington, has given up only two goals in six games, while backup Paul Centrella has yet to be scored upon.

In the opener against Melrose, the Minutemen were shocked by an early goal from the Melrose squad. Lexington soon regained their composure and went on to trounce Melrose 6-1, with two goals from Landman and one each from LaValle, Tedesco, Andy Romero, and Jon Fish.

The next game against Belmont forced Lexington to raise its play to a higher level. The game was played evenly, except for a few missed scoring opportunities by the Minutemen in the first half. Near the end of the game the halfbacks and forwards turned up the pressure on the Belmont defense, keeping the ball around the goal for several minutes until a Belmont hand-ball resulted in a penalty kick for Lexington. Weeks put home the shot and the final was 1-0 for the Minutemen.

In the home opener against Woburn, the Minutemen outplayed the Tanners throughout the game, but were held in check by Woburn's choppy playing style. Senior Paul Tedesco put home a one-touch winner early in the second half. The 1-0 win was vindication for the number of times Lexington players hit the turf during the game.

The Minutemen's first real test came under the lights at Wakefield, as last year's state champs proved to be one of the league's better teams. Lexington dominated the first half, culminating in Landman beating the goalie with a head, set up by a superb run by Adam Schaye. Wakefield put on the pressure in the second half and took Lexington out of their game, scoring early on Zohn. The rest of the game was played tightly to a 1-1 tie.

Against Watertown, Schaye showed his scoring ability with two early goals on an inexperienced Watertown defense. The Minutemen went on to win, 5-1.

Reading, a pre-season league favorite, proved to be no match for Lexington's talented squad. LaValle scored in the second half with a run from the midfield followed by a shot into the lower corner of the net, out of reach of the Rockets' goalie. Lexington sustained a high level of pressure throughout the game and won, 1-0.

The Minutemen are currently in second place in the Middlesex League behind undefeated Burlington. Lexington's experience and talent have proven to be a successful combination so far, and should carry the team to a competitive slot for both league and state titles.

A Lexington soccer player prepares to steal the ball from his adversary.

Photo by Ken Niu

Scary Soccer Accident

by Michael Gordon

A horrifying moment at the September 28 boys' varsity soccer game versus Stoneham put a damper on the impressive 6-0 victory. In an unfortunate accident, Lexington's Andrew Kvaal, a halfback, and Chad Bartels, a fullback, were both injured in a head-to-head collision.

While attempting to head a ball, they collided. The accident was especially unfortunate for Bartels, who was playing in his first game since returning from an injured foot, which was broken in the preseason.

Both players experienced concussions and were rushed to the hospital via ambulance. Bartels recovered relatively quickly, but the injury to Kvaal was slightly more serious.

After the initial impact, Kvaal banged the back of his head on the ground, and after lying unconscious for a few minutes, he experienced convulsions. No serious damage was sustained, but both players will be out of action for awhile.

Gridders Struggle

by Mike Bibbo

On Saturday, September 22, the Lexington Minutemen lost their second football game to Melrose, 29-14. Melrose running back Dan Foreman rushed for 132 yards and scored two touchdowns to lead the Red Raiders to their first victory of the season.

Melrose ran away with the game in the third quarter. After being down by one at halftime, the Red Raiders scored 16 unanswered points to pull away from Lexington.

Midway through the third quarter Melrose running back John Barstow scored on a four-yard touchdown run to put Melrose up by five. The Raiders' quarterback, Andrew McNeilly, ran in the two-point conversion which gave Melrose a seven point lead.

Lexington was forced to punt on their next possession, but the snap sailed over punter Trey Shores' head and Melrose recovered the ball deep in Lexington territory.

That turnover set up a two-yard run by Foreman, and after another two-point conversion Melrose held a commanding 15-point lead. Lexington's comeback attempt, led by sophomore quarterback Rashad Wilson, could not produce any points in the fourth quarter.

Although they were shut out in the second half the LHS offense was very strong in the first half. Wilson led the Lexington wishbone offense, as he ran and passed effectively.

Wilson scored on a five-yard run early in the first quarter, after a drive in which strong outside running by Anthony Desimone, Louis Bullard and Wilson set up the touchdown.

Melrose was able to score two touchdowns in a row and held a seven point lead until Rashad Wilson hit tight end Keith McDonald with a 24-yard touchdown pass. Wilson ran in the two-point conversion to give LHS a one point halftime lead.

It looked like Lexington had momentum going into the second half, but Wilson's conversion was the last time that the Minutemen would score.

After losing a defensive struggle against Waltham, Lexington's offense rebounded and improved. The offensive line of Mark Manfredi, David Duffy, John Wichmann, Mark Angelo, and Chad Crogan provided good protection and blocking.

Two Lexington varisty field hockey players chase after the ball in a victorious home match versus Reading. Photo by Ken Niu

Field Hockey Team Wins Impressively

by Elena Proakis

The LHS Varsity Field Hockey team started off the 1990 season with an admirable show of strength. In the three weeks since the season began, they have played six games, coming up with a remarkable 5-1-0 record.

In the first five games, Lexington shut out Belmont, Woburn, Melrose, Wakefield, and Winchester. Both goalies, juniors Annie Venier and Tansy Young, played in these games and have shown great skill in keeping their opponents from scoring against LHS.

In their recent game against Watertown, Lexington was up 2-0 at the end of the first half. The Watertown team made an incredible three point comeback during the second half, coming up with their 50th consecutive win.

In spite of this disappointing loss, the two points Lexington scored in this game will help the team as it moves towards possible qualification for the state tournament. In these past six games, Lexington scored a total of 15 points. Eight of these, as well as three assists, were credited to senior Melissa Mills, who has been a key player this season. Senior Angela Marino also has been strong, with five goals and two assists. Other goals were scored by senior Carol D'Antuono and junior Sheila Cannon.

This year's offensive line includes Sam Peltz, Sally Knapp, Cannon, D'Antuono, Jen Kline and Angela Marino. Links Holly Leopold, Katherine Carvey, and Mills have made strong showings both offensively and defensively.

The half backs have done a splendid job holding back the opposing offensive line and keeping their opponents' total score to a mere three points in six games. The halfback positions are played by Tasha Economopoulos, Ann Charis, Jin Kwon, Keri Serajian, and Concetta Marino. Sweepers Michelle Concesion and Jasmin Keramaty have been the backbone of the defensive line.

This year's team has been doing a remarkable job in spite of the fact that only four of the 18 team members played on varsity in the1989 season.

LHS Golf Team Drives To Three Successive Victories

by Brian Santucci

The Lexington Golf team rolled off two impressive victories against Wakefield and Winchester (both 8.5-3.5) after a close win against Woburn (6.5-5.5), with points in the balance on the last hole in almost every individual match. Coach Richard Thibeault was confident that his team has the strength and the depth to do well throughout the season. The switch from six to eight competing players, he said, helps the team because more players tried out. Thibeault also said that the opportunity to practice at Pine Meadows on a daily basis will greatly aid the performance of the Minutemen.

Senior tri-captain Dave Galehouse extended his undefeated streak by winning two matches and tying his opponent in the third. With a consistent score of about 40 each, senior tri-captains Chris Barry and Galehouse captured eight and one-half of a possible nine points in their matches. In his match, Galehouse warded off a birdie attack by Winchester's Dan Gilgun on eight with an impressive birdie of his own on nine. Barry also fended off his opponent's late charge with a par on the ninth. Galehouse and Barry were on fire in the Winchester match, winning five and four, five and three respectively.

> "The team's strengths are depth, experience, and talent. I hope to take this team to States in the spring."
>
> —Coach Richard Thibeault

Playing number three, senior tri-captain Brian Santucci won two of his three matches. Santucci had an explosive start in his first two matches, winning four of the first five holes in both. Woburn's Keith Foley made an impressive comeback on the next three, forcing Santucci to sink his putt on nine for the win. Against Winchester, he was not so lucky, hitting four of the first five greens but staying even in his match. Santucci fell short on the last three, a victim of poor putting. Number four, sophomore Brendan Taggart, found tough opponents in his matches. Taggart rallied in both his matches, tying his Winchester opponent, but unfortunately losing by a stroke to Woburn. In a last minute line-up change, junior Mark Casella moved from eight to four and proceeded to tear up the course. On the heels of his Wakefield victory, he beat his opponent with three holes remaining and bogeyed a tough ninth h Senior Cam Boyd, junior Rob Costello, and freshman Douglas Scott all played well. Costello injured his finger in a hockey game and was forced to sit out for two matches. Boyd's flamboyant personality shone through in his game. He scored a couple of birdies and also rebounded from seemingly impossible deficits. After hitting two tee shots in the woods on nine at Wakefield, Boyd found his first shot in a large bush. He proceeded to play it out the brush and stunned his opponent by coming back to tie from certain defeat. Scott filled a crucial gap, stepping up from alternate to win his match against Woburn. Coach Thibeault said, "The team's strengths are depth, experience, and talent. I hope to take this team to States in the spring."